DOCUMENT RESUME

ED 415 232 SP 037 748

AUTHOR	Adelman, Nancy E., Ed.; Walking Eagle, Karen Panton, Ed.; Hargreaves, Andy, Ed.
TITLE	Racing with the Clock. Making Time for Teaching and Learning in School Reform.
ISBN	ISBN-0-8077-3648-1
PUB DATE	1997-00-00
NOTE	98p.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (cloth: ISBN-0-8077-3649-X; paper: ISBN-0-8077-3648-1).
PUB TYPE	Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Bilingual Students; *Educational Change; Elementary School Teachers; Elementary Secondary Education; Faculty Development; Multicultural Education; Nontraditional Education; Participative Decision Making; Portfolio Assessment; Secondary School Teachers; *Teacher Attitudes; Time Factors (Learning); *Time Management

ABSTRACT

Ten teachers write about time-related frustrations growing out of school reform efforts, noting how problems were or were not resolved. There are specific examples of what it is like to experience school reform and how reform affects teachers' already full days. These cases are preceded by contextual descriptions. Each case study includes one or more commentaries prepared by representatives (e.g., principals, department chairpersons, or other teachers) from schools and districts discussed. After an introduction by Karen Panton Walking Eagle, chapter 1, "Framing the Cases: Time for Change" (Nancy E. Adelman), discusses the planning, implementation, and improvement stages of reform. Chapter 2, "The Planning Stage: The Need for Time to Explore and Learn," discusses how to make change work, problems with portfolio assessment, and moving from dedication to despair. Chapter 3, "The Implementation Stage: Expanding and Testing New Ideas," discusses teachers juggling student needs, reclaiming reform, dual-language dilemmas, and classroom teaching and professional development. Chapter 4, "The Continuous Improvement Stage: Keeping the Vision Dynamic," explains quality time in an alternative school and the erosion of site-based, shared decision making. Chapter 5, "In Conclusion: New Ways to Think about Teachers and Time" (Andy Hargreaves), discusses how teachers feel like prisoners to time, how to steal back some time, being partners with others involved in positive change, and a review of the cases. (Contains 44 references.) (SM)

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